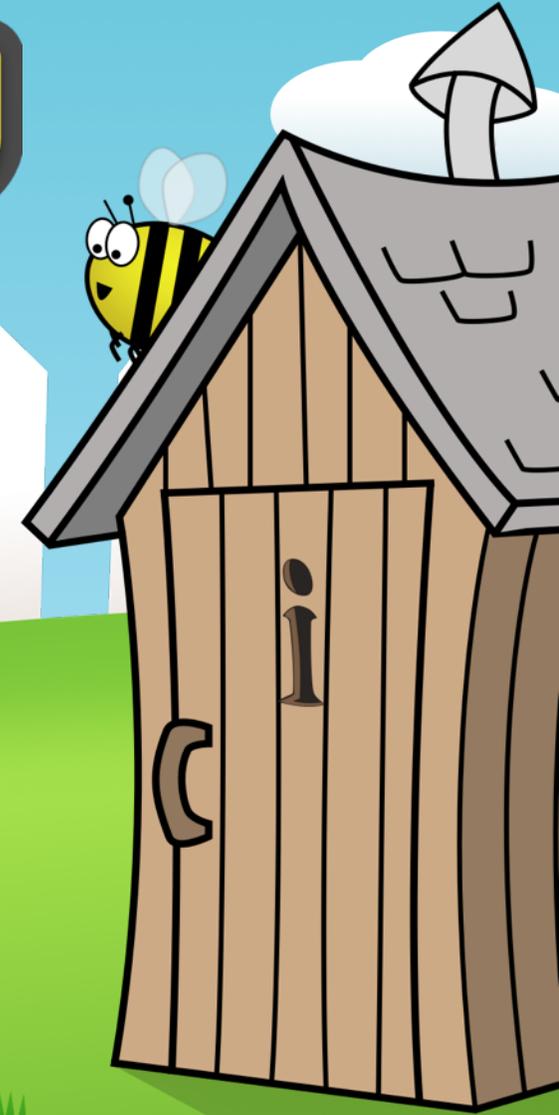


Spelling Shed

Spelling Scheme of Work



Stage 5



Welcome to The Spelling Shed Year 5 scheme of work.



Spelling Shed

What is included?

- 36 weekly spelling lists (see contents) each based on National Curriculum spelling rules.
- For each list, you will find the following resources:
 - One 20 – 30 minute lesson plan.
 - Resources to aid the delivery of the lesson.
 - One spelling practice sheet.
 - One homework sheet.

Spelling lists – Stage 5

- Words ending in '-ious.'
- Words ending in '-cious.' If the root word ends in -ce the sound is usually spelled '-cious.'
- Ending '-cial' and '-tial.' After a vowel '-cial' is most common and '-itial' after a consonant. But there are many exceptions.
- Ending '-cial' and '-tial.' After a vowel '-cial' is most common and '-itial' after a consonant. But there are many exceptions.
- Ending '-cial' and '-tial.' After a vowel '-cial' is most common and '-itial' after a consonant. But there are many exceptions.
- Challenge words
- Words ending in '-ant.' '-ant' is used if there is an 'a' or 'ay' sound in the right place.
- Words ending in '-ance.' '-ance' is used if there is an 'a' or 'ay' sound in the right place.
- Use -ent and -ence after soft c (/s/ sound), soft g (/j/ sound) and qu. There many exceptions to this rule.
- Words ending in '-able' and '-ible.' '-able' is used where there is a related word ending '-ation.'
- Words ending in '-ably' and '-ibly.' The '-able' ending is usually but not always used if a complete root word can be heard before it. 'y' endings comply with previously learned rules and is replaced with 'i' as in rely > reliably
- Challenge Words
- Words ending in '-able.' If this is being added to a root word ending in -ce or -ge then the e after the c or g is kept other wise they would be said with their hard sounds as in cap and gap.
- Adverbs of time (temporal adverbs) these are words to develop chronology in writing.
- Adding suffixes beginning with vowel letters to words ending in -fer. The r is doubled if the -fer is still stressed when the ending is added. If the -fer is not stressed then the r isn't doubled.
- Words with 'silent' letters at the start.
- Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)
- Challenge Words
- Words spelled with 'ie' after c.
- Words with the 'ee' sound spelled ei after c. The 'i before e except after c' rule applies to words where the sound spelled by ei is /ee/ However there are exceptions like those in the spellings.
- Words containing the letter string 'ough' where the sound is /aw/.
- Words containing the letter string 'ough' where the sound is /o/ as in boat or 'ow' as in cow.
- Adverbs of possibility. These words show the possibility that something has of occurring.
- Challenge Words
- These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings.
- These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings.
- These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings.
- These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings.
- These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings.
- Challenge Words
- Hyphens can be used to join a prefix to a root word, especially if the prefix ends in a vowel letter and the root word also begins with one.
- Challenge Words
- Revision: Year 5 words



Stage: 5	Words ending in '-ious.'
List: 1	

Spellings
ambitious
infectious
fictitious
nutritious
repetitious
amphibious
curious
devious
notorious
obvious

Introduction	Today children will look at words that end in ious. Within this spelling list there are two main sounds at the end of the words – 'tious' (shus) and 'ious' (eeus).
Main Teaching Activity	<p>Use the power point slide containing all of the words for this week. Ask children to divide the words in to two groups depending on the sound at the end of them.</p> <p>Share their results and discuss and patterns they can spot (e.g. words ending tious (shus) tend to have root words ending in 'tion'.</p>
Independent Activity	In small groups, one child picks a spelling list word and tells the others what it is. They must write the word on their whiteboard and the first child acts as teacher to check the spellings. The next child then becomes the teacher and they choose a word. Continue until all words have been spelled by the group.



Stage: 5	Words ending in '-cious.' If the root word ends in -ce the sound is usually spelt '-cious'.
List: 2	

Spellings
delicious
atrocious
conscious
ferocious
gracious
luscious
malicious
precious
spacious
suspicious

Introduction	Root words that end in 'ce' usually use 'cious' when adding the 'ious' suffix, however it is often not possible to identify a root word.
Main Teaching Activity	Get children to write each word on their mini white board and then, in pairs or as a table, pick two to look up in a dictionary. Feedback meanings to the class and see if a sentence can be made for some of the words.
Independent Activity	<p>Give each pair the 10 definition cards and the 10 blank cards, get them to write the words on to the blank cards and then turn them all over and mix them up.</p> <p>Play a matching game, each player takes two cards, if they match then they keep them, if they don't then they put them back – the winner has the most matching word/definition pairs.</p>



Stage: 5	Ending '-cial' and '-tial.' After a vowel '-cial' is most common and '-itial' after a consonant. But there are many exceptions.
List: 3	

Spellings	Introduction	Words ending in cial often have a vowel right before the suffix is added. But there are exceptions to the rule.
official	Main Teaching Activity	Have children write down this week's spellings and circle or highlight if there is a vowel right before the suffix 'cial' or not. Are there any exceptions in this week's words? Share findings and discuss any misconceptions.
special		
artificial	Independent Activity	Get children to write sentences containing the spelling words, can they add more than one of the spelling words to the same sentence? Discuss sentences with a partner to see if they can be improved. Share back to the class.
crucial		
judicial		
beneficial		
facial		
glacial		
especially		
multiracial		



Stage: 5	Ending '-cial' and '-tial'. After a vowel '-cial' is most common and '-tial' after a consonant but there are many exceptions.
List: 4	

Spellings
potential
essential
substantial
influential
residential
confidential
celestial
preferential
torrential
circumstantial

Introduction	Words ending in 'tial' often have a consonant right before the suffix is added. But there are exceptions to the rule.
Main Teaching Activity	Have children write down this week's spellings and circle or highlight if there is a consonant right before the suffix 'tial' or not. Are there any exceptions in this week's words? Which consonant seems more popular? Share findings and discuss any misconceptions.
Independent Activity	Ask children to look at Evie's homework, she has made 7 mistakes in her spellings. Ask children to rewrite the spellings, highlighting her mistakes. Click the mouse to hide the spelling list on the slide! Share new spellings with the class and discuss.



Stage: 5	Ending '-cial' and '-tial.' After a vowel '-cial' is most common and '-tial' after a consonant. But there are many exceptions.
List: 5	

Spellings
financial
commercial
provincial
initial
spatial
palatial
controversial
initially
controversially
financially

Introduction	The last two spelling lists looked at 'cial' ending after a vowel and 'tial' endings after a consonant. There are exceptions to this rule and they just need to be remembered. This week is a list of exceptions to the rule. Can children think of any exceptions where the rule is reversed for example?
Main Teaching Activity	<p>See if the children can think of another word from the same family, e.g. with a similar meaning/root word. For example financial and finance or commercial and commerce.</p> <p>In pairs get them to write down the spellings and a linking word. This helps to develop the word in the child's head more effectively.</p>
Independent Activity	Get the children to write down the word 'controversially' on their white boards and then see how many of their spelling words they can add in to a scrabble web as possible. There is a slide to support starting this if required.

Stage: 5

Challenge words

List: 6



Spelling Shed

Challenge Week

Choose an activity from the challenge pack.

Spellings

appreciate

cemetery

conscious

convenience

environment

immediately

language

sufficient

thorough

vegetable



Stage: 5	Words ending in '-ant'. '-ant' is used if there is an 'a' or 'ay' sound in the right place.
List: 7	

Spellings
abundant
brilliant
constant
distant
dominant
elegant
fragrant
ignorant
tolerant
vacant

Introduction	Use -ant if there is a related word with /a/ or /ei/ sound in the right position; -ation endings are often a clue. E.g observant, (observ <u>a</u> tion), expectant (expect <u>a</u> tion), hesitant, (hesit <u>a</u> tion), tolerant, (toler <u>a</u> tion), substance (substant <u>i</u> al)
Main Teaching Activity	<p>Use the power point slide and select children to come up and draw the line between the beginning and the ending of the word. The words have been split and scrambled. A few of the words have similar endings so tell them to double check their choice!</p> <p>Discuss the spelling list words and any misconceptions or errors.</p>
Independent Activity	Children work in small groups to spell the words a letter at a time. The first child picks a word from the spelling list and tells the group, they then write the first letter of that word and pass the board to their left. The next child writes the next letter and so on. If a mistake is made then the word is erased and the you start again on the same word. Once the word is completed and correct the next child chooses a new word and it starts again.



Stage: 5	Words ending in '-ance'. '-ance' is used if there is an 'a' or 'ay' sound in the right place.
List: 8	

Spellings
abundance
brilliance
elegance
extravagance
tolerance
hesitancy
relevancy
vacancy
dominancy
abundancy

Introduction	Use -ance if there is a related word with /a/ or /ei/ sound in the right position; -ation endings are often a clue. E.g. observ <u>a</u> nce, (observ <u>a</u> tion), domin <u>a</u> nce (domin <u>a</u> tion), hesit <u>a</u> nce, (hesit <u>a</u> tion), toler <u>a</u> nt, (toler <u>a</u> tion), subst <u>a</u> nce (subst <u>a</u> ntial)
Main Teaching Activity	Each child needs a whiteboard, you say a spelling list word and see how quickly the children can write down its root word and hold up their board. E.g. abundance/abundant brilliance/brilliant. After each work discuss any errors or misconceptions.
Independent Activity	Get children to try and create two new words from the letters within a spelling list word. For example: abundance – dance – ace dominancy – man - day



Stage: 5	Use -ent and -ence after soft c (/s/ sound), soft g (/j/ sound) and qu. There are many exceptions to this rule.
List: 9	

Spellings
innocence
decent
frequent
emergent
confidence
competence
transparent
eloquence
violent
intelligence

Introduction	Use the suffix 'ent' and 'ence' and a soft 'c' /s/ sound, soft 'g' /j/ sound and 'qu'. There are exceptions to this rule however.
Main Teaching Activity	<p>Get children to write down all of their spellings on a whiteboard and then put the rules up using the power point slide. Get them to divide the words up in to those with a root word with a soft 'c' end, those with a soft 'g', those with a 'qu' and those that are exceptions.</p> <p>Discuss the groupings and any misconceptions. 'c' - innocent, decent, violence 'qu' - frequent exceptions - confident, competent, transparent</p>
Independent Activity	<p>In small groups. One child writes a sentence with one of this week's spellings missing. E.g. We made _____ trips to France.</p> <p>The children on their table then write down the correct spelling on their whiteboards. The child who created the question shares which they thought was the right question and check each others' answers.</p>



Stage: 5	Words ending in -able and -ible. -able is used where there is a related word ending -ation.
List: 10	

Spellings
dependable
comfortable
understandable
reasonable
enjoyable
reliable
possible
horrible
terrible
incredible

Introduction	Today the children will look at words ending in 'able' and 'ible' and try and work out some spellings rules to help identify them. Explain that '-able' is more common than '-ible' as a suffix.
Main Teaching Activity	<p>Give children the list of '-able' and '-ible' words. Demonstrate how to highlight the suffix in a few of the words so that children can identify the root word more easily. In pairs, ask the children to group the words in the list according to ending/root words etc and look for any patterns or rules that occur.</p> <p>Things to look for: 'able' is often used on words where the root word can still be heard e.g vary/variable. 'ible' is more common when the root word cannot be heard e.g. incredible, but there are exceptions like 'accessible'.</p>
Independent Activity	Use the power point slide to and a dice generator or a class set of dice to complete this activity. Children work in pairs or on their own to role the die for each word and record their answer, where required.



Stage: 5	Words ending in '-ably' and '-ibly.' The '-able' ending is usually but not always used if a complete root word can be heard before it. 'y' endings comply with previously learned rules and is replaced with 'i' as in rely > reliably.
List: 11	

Spellings
reliably
dependably
comfortably
possibly
horribly
terribly
visibly
incredibly
sensibly
legibly

Introduction	Words ending in '-ably' and '-ibly.' The '-able' ending is usually but not always used if a complete root word can be heard before it. 'y' endings comply with previously learned rules and is replaced with 'i' as in rely > reliably. When they add '-ibly'/'-ably', they are turning the word into an adverb.
Main Teaching Activity	<p>Read the words out to the class one at a time and get them to write the word on their board and hold it up, they need to decide if the word has the 'ably' or 'ibly' ending.</p> <p>Discuss any misconceptions or errors (sensibly is an exception word)</p>
Independent Activity	<p>Children to write 8 sentences containing spelling words, can anyone add more than one of the words to the same sentence? Get a partner to check the spellings in the sentences.</p> <p>Share sentences in pairs or as a class.</p>



Spelling Shed

Stage: 5

Challenge Words

List: 12

Name:

Spellings

accommodate

available

controversy

dictionary

marvellous

opportunity

secretary

sincerely

suggest

twelfth

Challenge Week

Choose an activity from the challenge pack.



Stage: 5	Words ending in '-able'. If this is being added to a root word ending in -ce or -ge then the e after the c or g is kept other wise they would be said with their hard sounds as in cap and gap.
List: 13	

Spellings
changeable
noticeable
manageable
agreeable
knowledgeable
replaceable
microwaveable
salvageable
rechargeable
irreplaceable

Introduction	<p>When adding 'able' to root words that end with 'ce' /s/ or 'ge' /j/, unlike in usual spelling rules, the 'e' remains to avoid the soft sound becoming a hard sound – e.g. changeable would be changeable.</p> <p>Can the children think of any examples?</p>
Main Teaching Activity	<p>Get the children to add the suffix 'able' to the end of the words on the power point, they need to listen to see if the end sound of the root word is hard or soft to know whether to remove the final 'e' or not.</p> <p>Share their findings and discuss if there are any exceptions (there aren't in this selection of words).</p>
Independent Activity	<p>A Spelling Bee is a classic spelling game which will help your students spell and review words from their spelling lists. Divide your class into two teams and have each team stand along an opposite wall of the classroom. Give one word (from the list) at a time to each student, alternating teams. If the student spells the word correctly, they go to the end of the line until their turn comes up again. If they spells the word incorrectly, they sit down. The last team standing wins.</p>



Stage: 5	Adverbs of time (temporal adverbs) these are words to develop chronology in writing.
List: 14	

Spellings
afterwards
immediately
earlier
eventually
previously
finally
recently
yesterday
tomorrow
whilst

Introduction	Adverbs of time are added to writing to develop time frame and chronology. Ask children if they can think of any of these sorts of words?
Main Teaching Activity	Give the children the blank cards and ask them to copy down the spelling words, one to each card (can be done in pairs). Ask them to decide a way to group the words based on any links they can find. E.g. they could do a group of words that mean 'in the past' (e.g. previously) a group that are 'during' (whilst) and a group for 'the future' (e.g. tomorrow). Can they add any more to their groups of words? For example currently, next, soon, still, later, now, last year....
Independent Activity	Get children to write a short paragraph using the words from their spelling list and any they discovered in the last activity. Try to use one of the adverbs at the start of a sentence. Share some of the paragraphs with the class.



Stage: 5	Adding suffixes beginning with vowel letters to words ending in -fer. The r is doubled if the -fer is still stressed when the ending is added. If the -fer is not stressed then the r isn't doubled.
List: 15	

Spellings
referring
preferred
transferring
reference
referee
preference
transference
difference
inference
conferring

Introduction	When adding a suffix to root words that end in 'fer', the final 'r' is dropped when the 'fer' is not stressed in the newly created word. If the 'fer' is still stressed then the final 'r' remains creating double 'rr'.
Main Teaching Activity	The spelling list contains a mix of words based on how they are pronounced. Show children the power point slide and ask them to create the new word by adding 'ing' and 'ence' to each root word and following the rule about whether or not the sound 'fer' is stressed or not.
Independent Activity	In small groups, draw two stick figures on two white boards. Each figure should have the same number of parts. The goal is to make the other group's stick man invisible before the other group does it to you. Give each group a word to spell. If they spell it correctly, erase one piece of the other group's stick figure. If they do not spell the word correctly, leave their stick figure unchanged. Then repeat. The first team with an invisible man loses!



Stage: 5	Words with 'silent' letters at the start.
List: 16	

Spellings
knight
wreckage
writer
knowledge
knuckle
wreath
pterodactyl
mnemonic
wrestler
knife

Introduction	There are lots of words in the English language that have silent letters. These can occur throughout a word but today we will look at words with a silent first letter.
Main Teaching Activity	Get the children to copy down the spelling list on to their whiteboards and circle the silent sounds in each of the words. Can they add any more words that they can think of with a silent first letter. Share back with the class and discuss any ideas.
Independent Activity	Show the children the power point slide with pictures of other word that begin with a silent letter. See if they can write down the correct spelling for each picture. If you click once on the slide then a gap fill word will show for each picture if support is required.



Stage: 5	Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word).
List: 17	

Spellings
doubt
island
lamb
solemn
thistle
autumn
build
receipt
ascend
disciple

Introduction	There are lots of words in the English language that have silent letters. These can occur throughout a word and cannot be predicted from the pronunciation of the word. Can the children think of any examples?
Main Teaching Activity	Using the power point slide as children to come and circle the silent sound in each of the spelling list words. Discuss the finding and any misconceptions.
Independent Activity	Children work in small groups to spell the words a letter at a time. The first child picks a word from the spelling list and tells the group, they then write the first letter of that word and pass the board to their left. The next child writes the next letter and so on. If a mistake is made then the word is erased and the you start again on the same word. Once the word is completed and correct the next child chooses a new word and it starts again.

Stage: 5

Challenge Words

List: 18



Spelling Shed

Challenge Week

Choose an activity from the challenge pack.

Spellings

amateur

ancient

awkward

criticise

excellent

foreign

pronunciation

symbol

yacht

equipment



Stage: 5	Words spelled with 'ie' after c.
List: 19	

Spellings	Introduction	You may have heard the rhyme 'i before e except after c' but there are exceptions to this rule and we will look at these today as they need to be learnt rather than following a rule.
ancient		
science	Main Teaching Activity	Using the power point slide, get children to study the beginning and end of the words and try to match them up to make a correct spelling. A few are very similar and so get them to double check their final spellings! Share the results.
species		
efficient		
deficient		
glacier	Independent Activity	Use the words in the spelling list to create 8 sentences, share with a partner to see if they can be improved and to check the spellings. Share some sentences as a class.
scientists		
sufficient		
emergencies		
inefficient		



Stage: 5	Words with the 'ee' sound spelt ei after c. The 'i before e except after c' rule applies to words where the sound spelled by ei is /ee/ however there are exceptions.
List: 20	

Spellings
deceive
conceive
receive
perceive
receipt
protein
caffeine
seize
either
neither

Introduction	The 'i before e except after c' rule applies to words where the sound spelled by ei is /ee/. However there are exceptions like those in the spellings.
Main Teaching Activity	<p>Get the children to copy down the spelling list on to their whiteboards, ask them to see if there is a common sound in each of these words which might be a spelling rule for the 'ei'. See if they can highlight the /ee/ sound in each word.</p> <p>Discuss that words with an /ee/ sound are often spelled 'ei' after a 'c'. The 'ei' spelling is more common in English words.</p>
Independent Activity	<p>Minute to win it. Speed spelling game. Groups of 4 children, one white board per group. Write 1, 2, 3, 4 down the left edge of the board.</p> <p>Teacher calls out one of the spelling list words, the first child writes the word as they think it should be, passes to next in the group and they write the word. When all 4 children have written the word they sit down. Teacher checks the spellings and if all are correct then they win.</p> <p>Restart with a new word.</p>



Stage: 5	Words containing the letter string 'ough' where the sound is /aw/.
List: 21	

Spellings
bought
fought
thought
ought
sought
nought
brought
wrought
afterthought
thoughtfulness

Introduction	This week's list will look at the 'ough' spelling where the sound is pronounced /aw/ Can children think of any words with this spelling and sound?
Main Teaching Activity	<p>Give children the flashcards and ask them to sort in to piles of how the 'ough' grapheme is pronounced.</p> <p>How many different ways to pronounce the grapheme 'ough' can they identify? Here are some examples and why the grapheme is tricky!</p> <p>tough, rough /uf/ dough, though /oh/ cough, trough, /o/ bough, plough, /ow/ fought /aw/ through /oo/</p>
Independent Activity	Children play spelling noughts and crosses (tic tac toe). On a mini whiteboard draw a nought and crosses grid (see powerpoint slide). Each child chooses a target word from the list and has to write it in one of the squares next child writes their word in another, play like noughts and crosses. First to get three words in a row wins that round. Begin again with a new word from the list.



Stage: 5	Words containing the letter string 'ough' where the sound is /o/ as in boat or 'ow' as in cow.
List: 22	

Spellings
though
although
dough
doughnut
rough
enough
tough
plough
bough
toughen

Introduction	As we discovered in the last lesson, there are many ways that the grapheme 'ough' can be pronounced. This list will look at words with the /ow/ sound. Can children remember any of the words we looked at last week with the /ow/ sound spelled 'ough'?
Main Teaching Activity	Ask children to copy down the spelling list and highlight the words that contain the /ow/ sound for the 'ough' grapheme. See if they can work out the sound for each of the other words in the spelling list.
Independent Activity	Use they power point slide and get children to either draw a line to match the word with the correct sentence or otherwise to copy down the correct sentences on to their whiteboards, adding the suitable word.



Stage: 5	Language of possibility (modal verbs). These words show the possibility that something has of occurring.
List: 23	

Spellings	Introduction	Words that can be used to demonstrate how likely something is to happen. Can the children think of any words?
definitely	Main Teaching Activity	Get the children to copy the words on to their whiteboards in to groups of how likely something is to occur. For example, definitely and certainly would be together, occasionally and infrequently would be together, often and frequently would be together etc. Share their groups and discuss any misconceptions over any of the words.
possibly		
probably	Independent Activity	Get the children to write down the word 'infrequently' on their white boards and then see how many of their spelling words they can add in to a scrabble web as possible. There is a slide to support starting this if required.
frequently		
infrequently		
occasionally		
rarely		
certainly		
obviously		
often		

Stage: 5

Challenge Words

List: 24

Name:



Spelling Shed

Spellings

accompany

communicate

conscience

desperate

disastrous

interfere

nuisance

queue

restaurant

rhythm

Challenge Words

Choose an activity from the challenge pack.





Stage: 5	These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings.
List: 25	

Spellings
advice
advise
device
devise
licence
license
practice
practise
prophecy
prophecy

Introduction	Ask the children what the word homophone means. Can they think of any examples? Define them as words which have the same pronunciation but different meanings and/or spellings. Discuss near homophones have slightly different pronunciations (device/devise).
Main Teaching Activity	Using the PowerPoint, display each example on the whiteboard. Ask the children to write down the word that they think goes in each gap. After each example ask the children to share their responses and discuss any errors or misconceptions. Teacher can choose to reveal the two spellings before or after the pupil attempts.
Independent Activity	Play word bingo – get each child to draw a grid to create 6 boxes on their white board. Ask them to write down 6 of the words on the PowerPoint. Teacher randomly picks a word and says it as part of a sentence, children need to work out if they have the word (and double check they have the correct spelling) and cross it off. First to find all 6 wins.



Stage: 5	These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings.
List: 26	

Spellings
aisle
isle
aloud
allowed
altar
alter
ascent
assent
farther
father

Introduction	Ask the children what the word homophone means. Can they think of any examples? Define them as words which have the same pronunciation but different meanings and/or spellings. Discuss near homophones have slightly different pronunciations.
Main Teaching Activity	Ask children to look at the pictures on the power point slide and write down what each one is. Then try and write down the homophone that has the same pronunciation. Click to expose the answer. Compare answers with a partner and then share with the class.
Independent Activity	See if children can use the words from the main activity to create sentences which contain both homophones in the same sentence. E.g. I can see the sea from my garden. Share sentences with the class.



Stage: 5	These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings.
List: 27	

Spellings
guessed
guest
heard
herd
morning
mourning
past
passed
bridal
bridle

Introduction	Ask the children what the word homophone means. Can they think of any examples? Define them as words which have the same pronunciation but different meanings and/or spellings. Discuss near homophones have slightly different pronunciations.
Main Teaching Activity	Using the PowerPoint, display each example on the whiteboard. Ask the children to write down the word that they think goes in each gap. After each example ask the children to share their responses and discuss any errors or misconceptions. Teacher can choose to reveal the two spellings before or after the pupil attempts.
Independent Activity	Get the children to look at the spelling test that Jane has done on the power point slide. She has only got 24 out of 10. Can they see the 6 mistakes she has made? Get them to write all of the correct spellings on their whiteboards. Click to cover the spelling list. Share the correct spellings together.



Stage: 5	These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings.
List: 28	

Spellings
cereal
serial
complement
compliment
principal
principle
stationary
stationery
wary
weary

Introduction	Ask the children what the word homophone means. Can they think of any examples? Define them as words which have the same pronunciation but different meanings and/or spellings. Discuss near homophones have slightly different pronunciations.
Main Teaching Activity	Get the children to look at the five pictures and decide which of the spelling words match each one. Discuss the spellings and any misconceptions.
Independent Activity	Ask the children to write a sentence for the remaining 5 words, work in pairs to check spellings, understanding of words and to improve the sentences. Write the final sentences up in neat handwriting. Share with the class.



Stage: 5	These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings.
List: 29	

Spellings
affect
effect
precede
proceed
draft
draught
dessert
desert
whose
who's

Introduction	Ask the children what the word homophone means. Can they think of any examples? Define them as words which have the same pronunciation but different meanings and/or spellings. Discuss near homophones have slightly different pronunciations.
Main Teaching Activity	In pairs children each look up half of the spelling list in a dictionary and share the definitions with their partner so that they know what all 10 words mean. They can then create 5 sentences using 5 of the words.
Independent Activity	<p>Play word bingo – get each child to draw a noughts and crosses board to create 6 boxes on their white board. Ask them to write down 6 of the words on the PowerPoint.</p> <p>Teacher randomly picks a word and says it as part of a sentence, children need to work out if they have the word (and double check they have the correct spelling) and cross it off. First to find all 6 wins.</p>

Stage: 5

Challenge Words

List: 30



Spelling Shed

Challenge Words

Choose an activity from the challenge pack.

Spellings

achieve

apparent

bargain

bruise

community

mischievous

muscle

necessary

vehicle

system



Stage: 5	Hyphens can be used to join a prefix to a root word, especially if the prefix ends in a vowel letter and the root word also begins with one.
List: 31	

Spellings
co-ordinate
co-operate
co-own
co-author
re-enter
re-examine
re-evaluate
re-educate
re-explain
re-energise

Introduction	<p>Introduce a hyphen as joining two parts of a word together. Discuss why you might use a hyphen. Explain that a hyphen can be used to:</p> <ul style="list-style-type: none">• Add a prefix where two adjacent vowels would create a diphthong (co-operate)• To add a prefix and clarify meaning (re-cover vs recover)• To join two words to make a compound word (ice-cream or forty-five)
Main Teaching Activity	<p>Show the words and ask pupils to group the words on a whiteboard into those that need a hyphen, those that do not and those that could be either. Discuss the groups and clarify any misconceptions.</p>
Independent Activity	<p>Pupils to independently write a paragraph including some of their spellings. Challenge to include all of them.</p>

Stage: 5

Challenge Words

List: 32



Spelling Shed

Spellings

immediate

sincere

changeable

afterwards

referring

knight

doubt

amateur

ancient

deceive

Challenge Words

Choose an activity from the Challenge Activity Pack

Stage: 5

Revision – spelling rules we have learned in Stage 5.

List: 33



Spelling Shed

Spellings

bought

though

definitely

accompany

advice

aisle

guessed

cereal

affect

achieve

Revision

Choose an activity from the Challenge Activity Pack

Stage: 5

Revision – spelling rules we have learned in Stage 5.

List: 34



Spelling Shed

Spellings

fictitious

conscious

constant

elegance

frequent

understandable

comfortably

controversy

manageable

earlier

Revision

Choose an activity from the Challenge Activity Pack



Stage: 5

Revision – spelling rules we have learned in Stage 5.

List: 35



Spelling Shed

Spellings

transferring

writer

ascend

awkward

species

receive

thought

dough

probably

conscience

Revision

Choose an activity from the Challenge Activity Pack

Stage: 5

Revision – spelling rules we have learned in Stage 5.

List: 36



Spelling Shed

Spellings

device

aloud

heard

complement

precede

community

principle

muscle

desert

stationary

Revision

Choose an activity from the Challenge Activity Pack

